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Early Childhood Reading Learning Based on Information Technology

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Article Info	Abstract
	Aspects of early childhood development can be stimulated by providing learning activities that attract multi-media and methods. The research was conducted in kindergarten Earth Limaumanis Padang VI. This study aim to determine the reading level of development as one part of the learning aspects of language development through the multi-media computer. Children stimulated with software compact disc reading programs to stimulate their reading skill. The research method used were classroom action research with two cycles, each cycle held three meetings. The results of this study were to demonstrate the effectiveness of the development of children with significant reading through the analysis of the data which indicated an increase in the attitude of children who read well and good around 92,5%. This means that in general the development of learning to read the child has reached the minimum completeness criteria (KKM). Therefore, this assessment is stopped until the second cycle at the meeting of 4, because of the thoroughness of learning to read at least in the development of children has been reached.

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INTRODUCTION

Children aged 4-6 years were part of early childhood are at a range of birth to 6 years of age. At this age, the terminology referred to as preschoolers. Development of intelligence in this period increased from 50% to 80%. In addition, based on the results of research/ studies conducted by the Center for Curriculum, Balitbang Education in 2003 showed that in almost all aspects of the development of children entering kindergarten have higher ability than the children who are entering kindergarten in the first-grade elementary school. Data repetition rate of 2001/2002 to 10.85% for class I, class II by 6.68%, 5.48% for class III, class IV at 4.28, 2.92% for class V and class IV of 0.42%. The data illustrate that the repetition rate in Grade I and II are higher than other classes (Depdiknas, 2003).

It is estimated that children who repeat classes are children who do not enter preschool education before entering elementary school. They are children who have not prepared and not prepared by her parents to enter elementary school. The existence of large differences between the pattern of education in schools and in homes that do not cause children to enter kindergarten education (preschool) suffered a surprise strike on schools and their school or not able to adjust so it can not develop optimally. This shows the importance of developing the full potential of preschool children.

Early childhood education is very essential for children's development. It is based on the reasons that early age is a fundamental phase of child development and learning, learning and development is a continuous process; demands of the future will increasingly competitive lead generation and the demands of other non-educational (change of life patterns and attitudes in society).

Early childhood education is a development effort aimed at children from birth to age six years through the provision of educational stimulus to promote the growth and physical and mental readiness of the child to have to enter further education (Depdiknas, 2003:16). Early childhood education, according to Anwar (2004:2), is education that serves to assist the growth and physical development and psychological development of students who performed in or outside the family. Early childhood education not only function is to provide learning experiences for children, but also to optimize the development potential of children.

Boundaries used by the National Association for the Education of Young Children (NA-EYC) in is meant by "Early Childhood" is a child from birth until the age of 6 years (Patmonodewo, 2003: 43). According to Patmonodewo is a preschool child is those aged between 3-6 years. They usually follow the preschool program. In Indonesia, generally following a Child Care program (ages 3-5 years) and playgroups (age 3), whereas at the age of 4-6 years they usually follow the kindergarten program.

Things that are important in the early years of early childhood among others: (1) Children aged 3 years had to learn to play and talk, (2) Children ages 3 to 4 years had a great curiosity, because it's freedom and opportunity to observe, move and carry out exploration activities and the environment need to be given, (3) Children aged 2 to 6 years old are to identify themselves and the world that surrounds it. Therefore, introducing proper name, the names of the people around him, as the parts of the body, the names of things at home, in the yard, at school, it is appropriate at this age, (4) The character of the child is formed through the activities and learning over a period of 3-6 years of age, children engaged actively and frequently follow the impulses of his heart, at this time a good time to develop a child's character (Theo and Martin, 2004: 22).

Many recent studies show that children can be taught to read before he reaches school age. Durkin (1996: 196) has conducted research on the effects of early reading in children. He concluded that no negative effects on children of early reading. Children who have been taught to read before entering primary school are generally more advanced in school than children who did not get to read early. Steinberg (1982:214-215) argues that there are at least four advantages of teaching of early reading in terms of teaching and learning process: (1) learn to read early this satisfy the curiosity of children, (2) familiar and informal situations at home and in the KB or in kindergarten is a factor conducive for children to learn, (3) children's early childhood in general sense and can be set, (4) an early age children learn easily and quickly.

Reading ability is vital owned subsidiaries. The purpose of reading is to get the information in question include facts and information about daily events to high-level information, reading to broaden and enhance knowledge.

Understanding the media leads to something that brought/forward information (messages) between the source (its message) and the recipient. Are all forms of media and channels that can be used in a process of presenting information (AECT Task Force, 1977:162) (in Latuheru,

1988:11). Robert Heinich et al (1985:6) suggests the definition of the medium as something that carries information between the source and receiver of information. Still from the same viewpoint, Kemp and Dayton (1985:3), suggests that the role of media in the communication process is as a sender (transfer) that transmits messages from the sender to the receiver of the message or information.

Jerold Kemp (1986) in Private (2004:1.4) suggests several factors that are characteristic of the media, among others: (a) ability to present images (presentation), (b) factor size: large or small, (c) factor color: black and white or color, (d) factor of motion: stationary or moving, (e) language factor: a written or oral, (f) factor of the relationship between image and sound: the picture only, sound only, or a combination of picture and sound.

In addition, Jerold Kemp and Diane K. Dayton (in private, 2004:1.5) suggests the classification of media types as follows: (a) print media, (b) display media (media displayed), (c) overhead transparency, (d) sound recordings, (e) sound slides and film strips, (f) multi-image presentation, (g) video and film, (h) computer based learning.

The term media here in terms of usage, as well as the benefits and special function in activities/learning process, then used the medium of learning. Instructional media are all tools (aids) or objects that are used in teaching and learning activities, with the intent to convey a message (information) learning from the source (teacher or another source) to the recipient (in this case study students or residents). Messages (information) is conveyed through the media, in the for more content of teaching materials must be received by the receiver of the message (the students), by using one or a combination of their sensory organs. Even better if all sensing devices that have received the message can be delivered (Latuheru, 1988:13).

In general, the presence of emerging media because of the limitations of words, time, space, and size. Added also that the media serves as a means of learning that is able to convey the message as well as make the receiver understand the message in the message body.

Of some of the above explanations of learning media, it can be concluded that the media is a tool of learning, a variety of components or materials used in teaching and learning activities to deliver a message from its message to the recipient receives the message receiver to facilitate the concept.

Media presence as a medium of learning between teacher as the sender and recipient information must be communicative, especially for the visualization object. In learning science, especially relating to the concept of the universe more visually prominent, so that if one only knew the word that represents an object, but does not know the object is called verbalise. Each feature according to the characteristics of the media has a child. Selection of appropriate media to the characteristics of children will better help the success of teachers in learning. In detail, the media function allows children to see objects that exist but are difficult to see with the naked eye through the medium of drawing, photograph, slide, and the like cause kids get a real picture (Degeng, 1999:19).

According to Gerlach and Ely (in Arsyad, 2002:11) characterize a viable educational media used in the study are as follows: (a) Fixative (fixative property), learning media has the ability to record, store, preserve, and reconstruct an event/object, (b) manipulative (manipulative property), events that took days can be served to children within two or three minutes with a shooting technique time-lapse recording, (c) distributive (distributive property), allows objects to be transported through an integrated display and simultaneously object can describe the same condition in children with the same stimulus relative experience of the event.

From the above explanation, concluded that the use of instructional media is media that is capable of displaying a series of events actually happened in a long time and can be presented in a short time and an event described should be capable of transferring the actual state, so it does not cause the verbalize.

Teaching and learning process can work well if the child interacts with all the tools senses. Teachers have tried to portray the stimulus that can be processed into a variety of senses. The more sensing devices used to receive and process information, the greater the likelihood that information is understandable and can be maintained in the memory of the child. Children are expected to be able to receive and absorb with ease and good messages in the material presented.

Involvement of children in learning activities is very important, because of the kind described by Edgar Dale (in Sadiman, et al, 2003:7-8) in the classification according to the experience level of the most concrete to most abstract, in which participation, observation, and direct experience provide an enormous influence on the learning experience the child receives. Submission of a concept to be conveyed to the child's best

if the concept requires that the child is directly involved in it when compared with the concept that only involve the child to observe.

Based on the above, then the use of instructional media is expected to provide a more concrete learning experiences to children, and can enhance the learning activity of children in the media as an example of an interactive computer learning.

Development of electronic communications, bringing major changes in education. One thing to avoid is the assumption that the position of teachers will be replaced by electronic devices. In the presence of electronic communication, increase the importance of teacher attendance. The changing role of teachers and teacher functions associated with the attempt to solve one problem, namely education, (1) to relieve classroom teachers of the many routine activities, (2) equip teachers with the techniques of the highest quality of skills, (3) development of representation class with an emphasis on personal service as much as possible in each subject, (4) develop teaching selected based on the ability of individual children. From the above explanation about the new role of teachers in education is expected to improve the quality of education, making use of various instructional media will replace the couple of the instructional function of the teacher (Sulaeman, 1988:24-25).

Development of instructional media based on three models, namely the development of procedural models, conceptual models, and theoretical models. Procedural model is a model that is descriptive, which outlines the steps that must be followed to produce the product. A conceptual model that is both analytical model that specifies the components of the product to be developed as well as linkages between components. While the theoretical models is a model that shows the relationship between the change of events.

Based on the foregoing, the development of computer-assisted interactive media developed to follow the procedural modeling of the ASSURE, where the steps to be followed by a descriptive nature that consists of six steps, namely the analysis of child characteristics, goal setting, selection of media and materials, use of materials, inclusion of children to be active in learning, evaluation/ revision. While the conceptual model of the development of computer-aided media follows the theory of learning proposed by Gagne behavior that is learned by man can be adjusted and modified to develop certain forms of behavior in a person, or enhance capabilities, or change his behavior (Nasution, 1988: 131), so instructional

media are developed based on "Programmed Instruction". In connection with the use of "Programmed Instruction" as a concept developed by the media, the theory of learning appropriate to the character of "Programmed Instruction" is the theory of learned associations, states that the relationship between stimulus and response. The relationship will be stronger if often repeated and the correct response was given praise or other means that provide a sense of satisfaction and pleasure (Nasution, 1988: 132).

When this computer is no longer a luxury, this tool has been used in various fields of work as well as in the field of education. At first, computers used in schools to support the smooth work of administration by utilizing the software Microsoft word, excel, and access. With the inclusion of ICT materials in the new curriculum, the role of computers as a major component in having a very important position as one of learning media. Quote of the curriculum for multimedia computer learning activities.

By using the Information and Communications Technology appropriately and optimally to obtain and process information in learning activities, work, and other activities so that children can be creative, to develop an imaginative attitude, develop the ability to self-exploration, and easily adapt to new developments in the environment. Through Activities Computer learning multi-media children are expected to be involved in rapid changes in the lives of the additions and changes experienced in the use of diverse information and communication technology products.

Using Information and Communication Technology tools to search, explore, analyze, and exchange information efficiently and effectively. By using Information and Communication Technology, the child will quickly get ideas and experience from various backgrounds. The addition of the ability of the child because of the use of Information Communication Technology will develop an attitude of initiative and independent learning skills, so the child can decide and consider themselves when and where the use of ICT appropriately and optimally, including the implications of the present and the future.

Information and Communication Technology includes two aspects, namely Information and Communications Technology. Information Technology, covering all matters relating to process, use as a tool, manipulation, and management information. Communication technology is everything related to the use of assistive devices to process and transfer data from one device to another. Because of this, Information Technolo-

gy and Communication Technology is an integral counterpart containing the broader sense of all activities associated with the processing, manipulation, management, and transfer of information between media. The aims of this research are to determine the reading level of development as one part of the learning aspects of language development through the multi-media computer.

RESEARCH METHOD

This study uses action research approach are being made to improve the reading skills of kindergarten children. Action in this study is learning to use computer information technology media multimedia in improving the reading skills of children. Procedures implemented in this study was developed based on the following stages:

1. Planning: This stage of the process of drafting the action that describes what, why, when, where, by whom, and how these actions will be performed.

2. Implement the action; At this stage, the draft strategy and implementation scenarios app-

lied. The draft act has been "trained" to the performer of the action (the teacher) to be applied in the appropriate scenario.

3. Conduct observations or observations; the stage is running concurrently at the time of execution of the action. Observations made at the time the action is running, so they take place at the same time. At this stage, the researchers did collect data on observation and record all the things that happened during the execution of the action takes place. Data collection was performed by using the format of observation/assessment has been prepared.

4. Doing Reflection: This stage is intended for through review actions taken, based on data already collected, and then perform the evaluation in order to refine the next action. Reflection includes analysis, synthesis, and evaluation of the results of observations on the action taken. If there are a problem and the process of reflection, it is done through a review process that includes the following actions: re-planning, reaction, and repeated the observation that the problems encountered can be resolved.
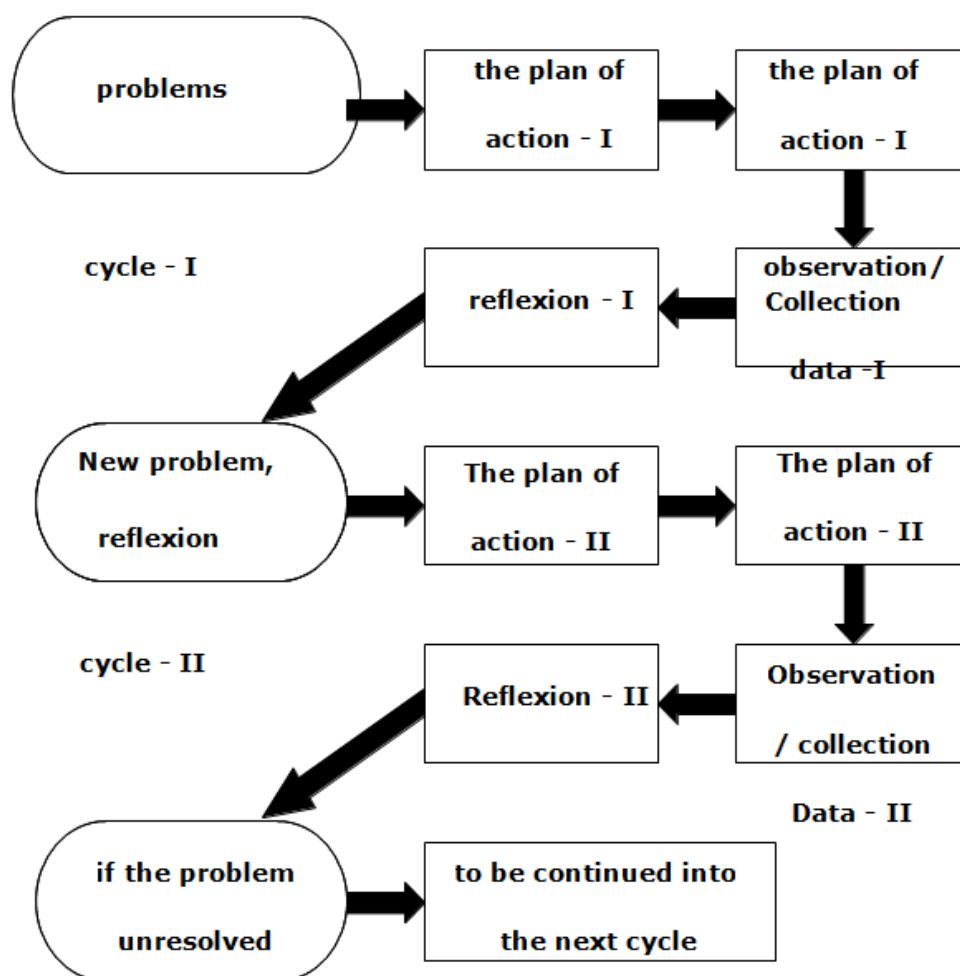

Figure 1. Cycle of activities

Implementation of the research carried out in the form of a repetitive cycle, in which there are four main stages of activity as described above. Implementation of research began with the first cycle and consists of four activities. If the known location of the successes and obstacles and actions undertaken in the first cycle, teachers and researchers to determine the design for the second cycle. Activity in the second cycle may be the same activity with the previous activities when directed to repeat the success, to convince or confirm the results. Activities undertaken in the second cycle has a range of additional improvements from the previous action is shown to overcome many obstacles/difficulties found in the first cycle. Cycle of activities carried out are shown in the Figure 1.

The study was conducted with the involvement of subjects: one group of children in kindergarten Earth VI Limaumanis Padang. To implement the actions included 2 (two) Kindergarten teachers in kindergarten is concerned.

The data will be analyzed in the study include the type of qualitative data. Qualitative data in the form of information obtained through observation and interviews. Sources of data in this study include children and kindergarten teachers Limaumanis VI Earth Padang involved in research activities

The research data were collected using an instrument consisting of observation and interview guidelines. Activity observed in this study intended to collect data directly related to the following information: (1)The condition of the background research objective; and (2) Description of the process of the implementation of the action taken; and (3) Description of learning outcomes is an increase in confidence. Interviews were conducted to reveal the information directly from teachers and children in connection with the actions implemented.

The data obtained in this study included observations and interviews about the actions undertaken. The data obtained when analyzed through the following process steps:

1. Streamlining the process of data reduction is done through editing, focusing, and abstracting the raw data into meaningful information. In the reduction process, the data obtained through observations and interviews are classified by category as follows: (1) The factors supporting the action, (2) factors that inhibit the action and (3) The idea to revise the action in the next cycle.

2. Presentation of the data is display data more simply whether in the form of a table or chart and narrative exposure in order to discover practical steps to improve the actions undertaken.

The inference-making process that is the gist of the presentation of data that have been organized in the form of a brief statement that contains a broader sense. Inferences, in this case, directed to uncover the basic principles that can be used as a basis for improvement action.

RESULTS AND DISCUSSION

The results of the implementation of the 1 cycle, it has not reached the minimum completeness criteria (KKM), the indicator is not yet achieved that already described above, the researcher continued his research at the second cycle executed as many as four meetings the 1 meeting on 18 May 2011, two meetings on 20 may 2011, third meeting on 23 may 2011 and the fourth meeting on 25 may 2011

a. Plan

The stages in the second cycle with the cycle of research I made arrangements with the learning software reading program activities. In order to achieve better results, then the process of implementation of learning activities are further enhanced by providing additional tools and use the environment, using the methods of the field trip, which brought the child to Lake Singkarak. The location is done reading software program activities. By bringing the child directly to nature, is expected to be the optimal development of learning to read.

b. Action

Implementation of the second cycle performed more mature preparation for action in the second cycle is better than I cycle and the child can achieve thoroughness in learning. Researchers make learning more interesting plans and guide children who are still having trouble. To fix and maintain the success already achieved in cycle I, then the implementation of the second cycle is created as follows:

1. Make learning more interesting plans with activities that further establish the child's motivation in learning activities, learning to read children improved with the addition of media and introduce children to nature as described above.

2. More careful in supervising children who are still in trouble.

a. Preliminary
- Best regards, prayers, singing
- Physical Activity
- Teachers do apperception
- The teacher demonstrates their reading software program activities

b. Core
- The teacher introduces the children learning computer
- The teacher gives motivation to the children in a multi-media computer
- The teacher introduces the children that the development of information technology and growing very rapidly.
- Children's activities program software to read the play interactive games introduce letters and words that are equipped with games and pictures of interest, while also studying the Word program by typing on the keyboard.

c. Cover

Activities cover a follow-up of the core activities of the children were invited to play a simple game that is in the interactive computer program compact disk.

The process of reading the result of an increase of 22.5% indicates that a very good value, good-value 46.3%, 27.5% are fairly valued, which is worth approximately 3.7% and 0% are worthless once. It can be concluded that the observation is enough, enough to identify, classify enough, concluded quite as well as communicate enough.

Table 1. Results of the Observation Process Improvement in Children's Reading Program Activities reading software

1 Cycle II meeting

No	The field was observed	BS		B		C		K		KS		N	%
		F	%	f	%	f	%	f	%	f	%		
1	Observer the activities of a software program to read	5	31.2	7	43.7	4	25	-	-	-	-	16	100
2	Identifying reading program software activities	4	25	6	37.5	5	31.2	1	6.2	-	-	16	100
3	Classify shapes, colors, and size in a software program to read	3	18.7	8	50	5	31.2	-	-	-	-	16	100
4	Summing up the result of the software program to read	3	18.7	9	56.2	3	18.7	1	6.2	-	-	16	100
5	Communicate the results of the software program to read	3	18.7	7	43.7	5	31.2	1	6.2	-	-	16	100
	Number		22.5		46.3		27.5		3.7	-	-		

Table 2. Results of Observations of Increasing Activity Attitudes in Children's Reading Program reading software

1 Cycle II meeting

No	The field was observed	Excellent		Good		Enough		Less		One less		N	%
		f	%	f	%	f	%	f	%	f	%		
1	Curious	3	18.7	9	56.2	4	25	-	-	-	-	16	100
2	Cooperation	3	18.7	8	50	5	31.2	-	-	-	-	16	100
3	Persistence	4	25	7	43.7	4	25	1	6.2	-	-	16	100
4	Caution	3	18.7	9	56.2	4	25	-	-	-	-	16	100
5	Critical and creative	3	18.7	7	43.7	5	31.2	1	6.2	-	-	16	100
	Number		19.9		49.9		27.7		2.5	-	-		

The result of an increase in reading attitude showed that 19.9% is well worth it all, well worth 49.9%, 27.7% are fairly valued, which is worth approximately 2.5% and 0% are worthless once. It can be concluded that curiosity is enough, enough cooperation, perseverance enough, careful enough and creative and critical enough.

The process of reading the result of the increase shows that 31.3% is very good value, well worth the 45%, 23.7% are worth enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that the observation well, identifying the good, better classify, infer both good and communicate well.

The result of an increase in reading attitude showed that 28.7% is well worth it all, well worth 48.7%, 22.6% are worth enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that either curiosity, good cooperation, good persistence, careful and critical and creative well is also good.

Table 3. Results of the Observation Process Improvement in Children's Reading Program Activities reading software

2 Cycle II meeting

No	The field was observed	BS		B		C		K		KS		N	%
		F	%	f	%	f	%	f	%	f	%		
1	Observer the activities of a software program to read	7	43.7	6	37.5	3	18.7	-	-	-	-	16	100
2	Identifying reading program software activities	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
3	Classify shapes, colors, and size in a software program to read	3	18.7	8	50	5	31.2	-	-	-	-	16	100
4	Summing up the result of the software program to read	5	31.2	8	50	3	18.7	-	-	-	-	16	100
5	Communicate the results of the software program to read	4	25	7	43.7	5	31.2	-	-	-	-	16	100
	Number		31.3		45		23.7		-	-	-	-	-

Table 4. Results of Observations of Increasing Activity Attitudes in Children's Reading Program reading software

2 Cycle II meeting

No	The field was observed	Excellent		Good		Enough		Less		One less		N	%
		f	%	F	%	f	%	f	%	f	%		
1	Curious	5	31.2	9	56.2	2	12.5	-	-	-	-	16	100
2	Cooperation	4	25	8	50	4	25	-	-	-	-	16	100
3	Persistence	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
4	Caution	4	25	8	50	4	25	-	-	-	-	16	100
5	Critical and creative	4	25	7	43.7	5	31.2	-	-	-	-	16	100
	Number		28.7		48.7		22.6		-	-	-	-	-

Table 5. Results of the Observation Process Improvement in Children's Reading Program Activities reading software

3 Cycle II meeting

No	The field was observed	BS		B		C		K		KS		N	%
		F	%	F	%	f	%	f	%	f	%		
1	Observer the activities of a software program to read	9	56.2	5	31.2	2	12.5	-	-	-	-	16	100
2	Identifying reading program software activities	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
3	Classify shapes, colors, and size in a software program to read	7	43.7	5	31.2	4	25	-	-	-	-	16	100
4	Summing up the result of the software program to read	5	31.2	8	50	3	18.7	-	-	-	-	16	100
5	Communicate the results of the software program to read	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
Number			41.3		40		18.7		-		-		-

Table 6. Results of Observations of Increasing Activity Attitudes in Children's Reading Program reading software

3 Cycle II meeting

No	The field was observed	Excellent		Good		Enough		Less		One less		N	%
		f	%	f	%	f	%	f	%	f	%		
1	Curious	9	56.2	5	31.2	2	12.5	-	-	-	-	16	100
2	Cooperation	5	31.2	7	43.7	4	25	-	-	-	-	16	100
3	Persistence	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
4	Caution	7	43.7	5	31.2	4	25	-	-	-	-	16	100
5	Critical and creative	7	43.7	6	37.5	3	18.7	-	-	-	-	16	100
Number			42.5		37.5		20		-		-		-

The process of reading the result of the increase shows that 41.3% is very good value, well worth the 40%, 18.7% are worth enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that the observation well, identifying the good, better classify, infer both good and communicate well.

The result of an increase in reading attitude showed that 42.5 is well worth it all, well worth 37.5%, 20% are worth enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that either curiosity, good cooperation, good persistence, careful and critical and creative well is also good

The process of reading the result of the increase shows that 56.3% is very good value, good-value 31.2%, 12.5% are worth enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that the observation is very good, very good to identify, classify very well, to conclude such a deep well and communicate well is very good.

The result of an increase in reading attitude showed that 60% is very good value, good-value 32.5%, 7.5% of value enough, which is worth approximately 0% and 0% are worthless once. It can be concluded that curiosity is very good, very good cooperation, persistence is very good, very good careful and critical and creative thinking is also very good.

The recapitulation result of meeting 1 increased capacity of children in attitude is worth

Table 7. Results of the Observation Process Improvement in Children's Reading Program Activities reading software

4 Cycle II meeting

No	The field was observed	BS		B		C		K		KS		N	%
		F	%	f	%	f	%	f	%	f	%		
1	Observer the activities of a software program to read	12	75	3	18.7	1	6.2	-	-	-	-	16	100
2	Identifying reading program software activities	8	50	5	31.2	3	18.7	-	-	-	-	16	100
3	Classify shapes, colors, and size in a software program to read	6	37.5	7	43.7	3	18.7	-	-	-	-	16	100
4	Summing up the result of the software program to read	9	56.2	5	31.2	2	12.5	-	-	-	-	16	100
5	Communicate the results of the software program to read	10	62.5	5	31.2	1	6.2	-	-	-	-	16	100
Number			56.3		31.2		12.5		-		-	-	-

Table 8. Results of Observations of Increasing Activity Attitudes in Children's Reading Program reading software

4 Cycle II meeting

No	The field was observed	Excellent		Good		Enough		Less		One less		N	%
		f	%	f	%	f	%	f	%	f	%		
1	Curious	10	62.5	5	31.2	1	6.2	-	-	-	-	16	100
2	Cooperation	12	75	4	25	-	-	-	-	-	-	16	100
3	Persistence	11	68.7	4	25	1	6.2	-	-	-	-	16	100
4	Caution	6	37.5	8	50	2	12.5	-	-	-	-	16	100
5	Critical and creative	9	56.2	5	31.2	2	12.5	-	-	-	-	16	100
Number			60		32.5		7.5		-		-	-	

reading enough, an increase in the process of reading also worth enough. At the meeting of two increase in attitude is valued both, read an increase in the process of reading is valued both 3 at the meeting of an increase in attitude is valued both, read an increase in the process of reading also worth of good. At a meeting of the attitude of 4 worth very good read the process is worth reading also very well. To be able to see more" he explained the increase in learning cycle II read a child at this can be viewed on Figure 2.

From the description was above seen clearly that the development of children's reading learning can be optimized with multi-media computers, where the percentage of children who achieve good range values once and either already exceeded the criteria of minimal complete expected.

Table 9 show the description of the results of an interview of a child after the execution of a cycle.

Based on the results of interviews the child above, can be taken the conclusion that software program to read for lots of fun, this is visible from the percentage obtained i.e. 13 children answer pleased with percentage of 81.2% and 3 children answer the mediocre with the percentage of 18.7%. Who can retell about the activities that have been carried out with the number of children 12 people 75%, while the less able retelling there are 4 children with a percentage of 25%? Who do not have difficulty in reading software program
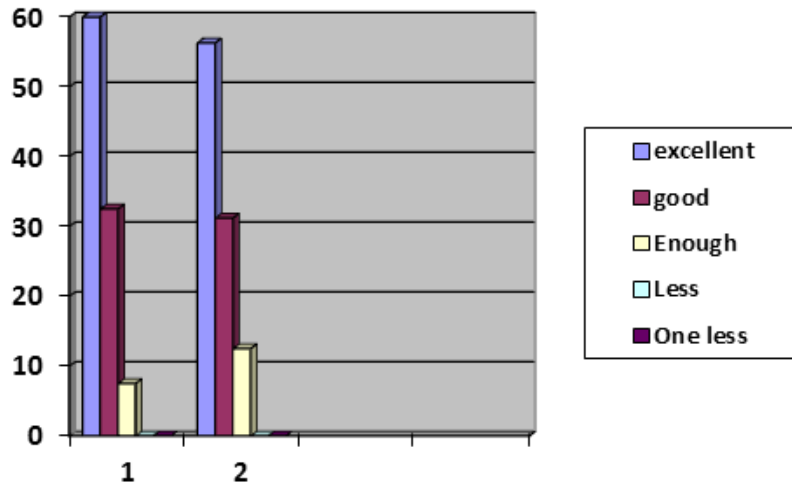
Figure 2. The development of children's Reading Learning Through multi-media computer after Execution Cycle II

Table 9. The format of an interview of the child

No	Question	Answer	Reason
1	how do you feel when learning to read with a software program?	13 children answered happy, then his percentage 81,2 %	Because it's fun reading software program
		3 children respond to mediocrity, then the percentage is 18.7%	clothes wet, slippery
2	You try to tell me about a reading software program activities have you done	12 children answer can tell me, then the percentage is 74%	Easy to remember and easy to understand
		4 people replied to the less able child, then the percentage is 25%	Forget, difficult to understand
3	do you have difficulty in performing the activities of the software program read?	10 children answered no then the percentage is 62.5%	easy to do easy to understand
		6 children answer the usual mediocrity, then the percentage is 37.5%	often fell afraid of swimming

activities there are 10 children with 62.5% and the percentage that responded to the mediocrity that 6 children with percentage of 37.5%

Data Analysis

Analyze the results of the observation

According to R. Sugiyono Mangunwiyoto (2007: 37) explained that table frequency distribution is a tool to present statistical data and column-shaped lanes, which contained figures that can be painted or portray an aura of variable frequency division or who becomes the object of research".

The Data were analyzed in percentages using the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P % : the percentage of the activity

F: the frequency of the activity performed on the child

N: the number of students

Whereas to determine the activity according to Arikunto (2007: 65) increased child then the child learning activity interpretation is as follows

1. 81 % - 100 %   : excellent
2. 61 % - 80 %   : good
3. 41 % - 60 %   : enough
4. 21 % - 40 %   : less
5. 0 % - 20 %   : one less

RESULTS AND DISCUSSION

Based on the results of research which have been described in the analysis of cycle about the optimization of the development of learning II read a child through a multimedia computer in kindergarten Earth VI Limaumanis Padang city needs to clarify the discussion of this research study.

1. Increasing the skills of children's Reading Attitude

The results showed that the activities of the research software program to improve reading ability of children in children's reading attitude skills to equip children with the scientists who have a good attitude, attitude, attitude like honest, critical attitude of humility, the attitude is not easily discouraged, the attitude of openness to criticism and tested, the attitude of respecting and accepting input, attitudes are based and the facts, sufficient data, and passion want to know the height

2. Improvement of the skills of a child reading process

After observing the results of research that the multimedia computers can improve your child's reading skills i.e. the child process to do the observation using all her senses to various equipment and supplies computer. Kids also trained to know the equipment and supplies multimedia computer parts, observe, give a name parts, as well as its functionality. Then the son of doing the classification, namely practicing pegging hardware (hardware) and software (software) based on certain characteristics. Children follow the procedure turn the computer, playing computer programs and turn off the computer. Then the child learns to conclude, in this process the child was given an opportunity for skilled and trained to provide conclusions and analyzes according to the language of the children. Then the child is trying to communicate, in the communication involves what is thought of as well as explain, describe and tell stories.

Based on the results of action research cycle I and cycle II can pin down the success of the program activities reads in optimizing software development learning read children as follows:

1. Improvement of the process of reading the very kind of 21.7% increased to 56.3% in cycle II, at the cycle, I have a child once good value range of 3 people while in cycle II 9, an increase in IE 6 children.
2. Improved attitudes read well from 16.3% increase to 60% at the end of the cycle II. On the cycle, I had the child good value range once two people while in cycle II 9, an increase in IE 7 children.
3. Increase in the process of reading less on a cycle I 2.5 % down on a cycle ii into 0 %. I have a child in the cycle of its range of less value, one person while in ii there is no cycle
4. As for the less once in reading attitudes decreased 2.5% in cycle II to 0%. In cycle I, the children have a range value is less than 1 person, while in cycle II does not exist.

Based on the recapitulation table II cycle then it can be seen that an increase in reading attitudes are once a good boy and good 92.5%. Improvement of the process of reading the child well and kind of 87.5%. This means that in general the development of learning read children has reached minimum completeness criteria (KKM). Therefore, this assessment was halted until cycle II at a meeting 4, due to the minimal development learning complete in reading children had already been achieved.

CONCLUSION

Learning activities development read soon is able to lay aside strategy learning applied by teachers and media and methods support any learning. Media uses have become an absolute necessity that used, research proves learning that stimulates vision and hearing integrally will make an easy child in learning. Activities development read child easier applied to use media that is both technology in this is a media computer. Media computer is now to be needed, so are children in developing reading ability. Literacy child more easily in using media computer supported with software reading ability.

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